

Written Report
Group 4-032
Decrypting Shakespeare, Breaking Caesar
Cat 4 Resource Development

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Abstract

Our project, Decrypting Shakespeare, Breaking Caesar, is a resource package for Hwa Chong Institution Secondary 2 students to help them better understand their literature text, Julius Caesar, as well as equip them with the skills to better tackle examination. Our resource consists of an analysis of quotes found in the text. The analysis are specially tailored for Hwa Chong students. Quizzes for each major character in the book and comics and videos covering every major character in the text. The purpose of our text analysis is to provide students with basic context of the book so that they can memorise quotes needed for the examination.

1 Introduction

1.1 Rationale

Many Secondary 2 students felt that they need more resources to assist them in their literature revision. They felt that the notes can be more than just words and can be more interesting in terms of content. Students commented that they are unable to remember what they have studied despite the amount of effort they have put in to remember the quotes.

1.2 Objectives

We aim to provide a resource for our Secondary 2 students as:

- We feel that more help can be provided for the students in regards to understanding the text and character analysis.
- Online resources are very boring as they only include content knowledge, and this has caused many students to be uninterested in the text or be unable to analyse quotes.
- We used more creative ways to help students understand the text and get in-depth knowledge of the characters through analysis.

1.3 Target Audience

Secondary 2 students of Hwa Chong Institution

1.4 Resources

The resource that we have created consists of Julius Caesar text analysis, comics and videos for each of the major characters. The use of videos would make our resources look more lively and interesting as compared to online resources that only provide content knowledge.

2 Review

Though there were many resources found online like Sparknotes, most of them only contained an analysis of the Julius Caesar text, and most of the analysis, traits and evidence were generalized for the public, which could mislead students. The content did not cater to the students. The students needed content that can help them in the examinations.

Eloquent

- **“I have heard where, many of the best respect in Rome - except immortal Caesar - speaking of Brutus, and groaning underneath this age’s yoke, have wished that noble Brutus had his eyes”. (1.2.59-63)
pg 39**

Explanation:

“Many of the best in Rome” were “speaking of Brutus”, according to Cassius, which portrays the image that Brutus was such an important person and that even the best people in Rome were talking about him. “except immortal Caesar” presses the fact that Caesar was powerful onto Brutus while “noble Brutus had his eyes” shows that Brutus could not see this and this caused “groaning” from people who wished that Brutus could see this and act immediately.

Marcus Brutus

Brief Summary of character

Brutus is a character in Julius Caesar. He is very honourable. His only reason for assassinating Julius Caesar was the fact that he could become a tyrant. However he is deeply troubled by the notion of assassinating his friend Julius Caesar. In the book, Brutus is married to Portia. He is shown to be very caring of Portia.

Comics

https://docs.google.com/presentation/d/1_MJz0N19fnETq1IU0XOJBUpftSDY_XXcexCk9KXTkgc/edit?usp=sharing

<https://docs.google.com/presentation/d/1yA6YFi9uf7WfDSkw5Y5kNxww0VNwF685z5-4W1tJ8U/edit?usp=sharing>



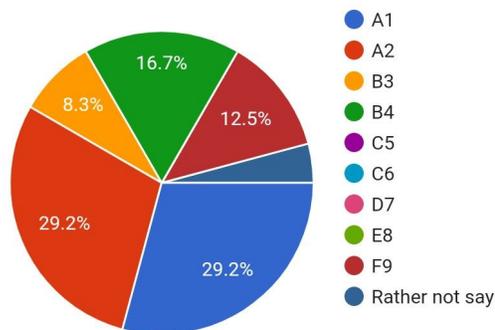
3 Methodology

The purpose of this resource is to help students through their examinations. Based on the needs analysis, it is proven that many of our classmates needed more help in their work. It is also shown in our Pilot test 1 that many students actually approved and liked our project work. They reflected that our resource was much needed in their revision.

3.1 Needs analysis

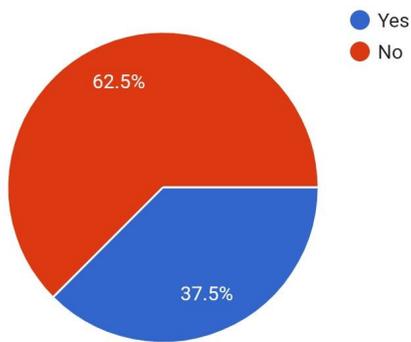
Your English grade in Sec 1

24 responses



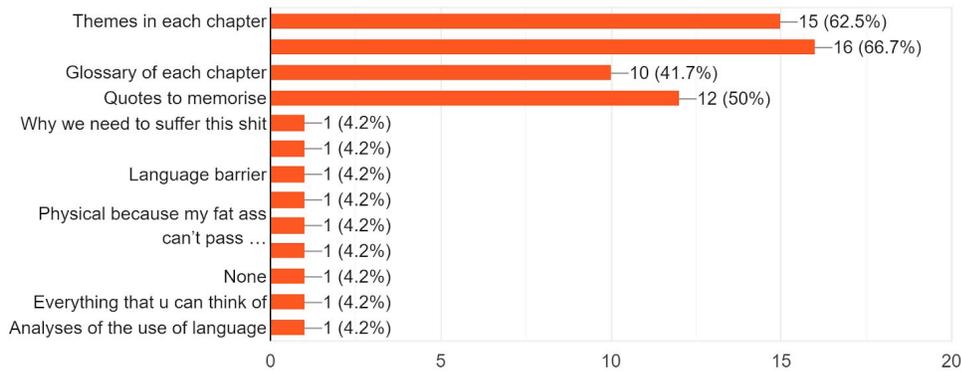
Do you think that the notes online for Julius Caesar literary analysis is suitable for your use? (E.g. Understanding characters better, revision for exams, read up for fun, etc)

24 responses



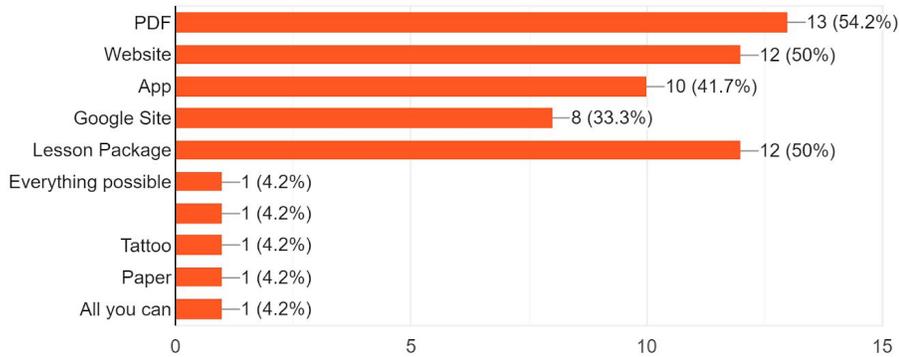
What kind of help do you need the most for understanding Julius Caesar?

24 responses



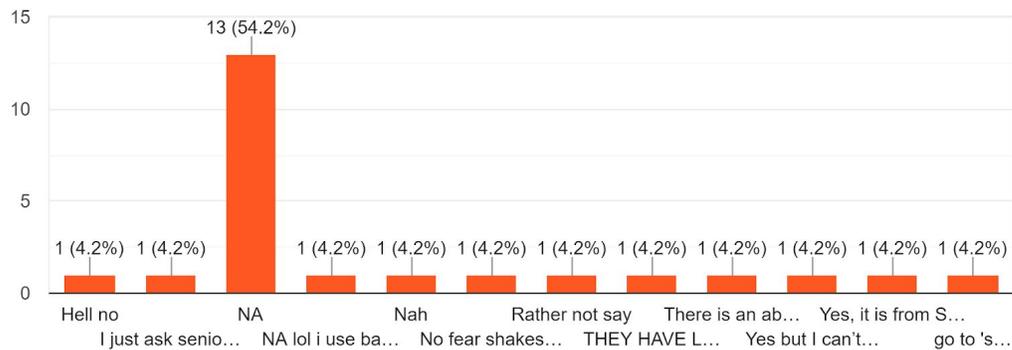
In what format of literary analysis would you like the notes to be in?

24 responses



Do you read other online materials to understand Julius Caesar better? If yes, can you share the links with us? If not, type NA

24 responses



62.5% of the respondents felt that online notes for Julius Caesar is not suitable. Thus this created the need for our project to step out and create some notes that can help the students with the subject, in a way that relates to their syllabus. Our project aims to help students in answering questions that appear in the examinations.

3.2 Development of resources

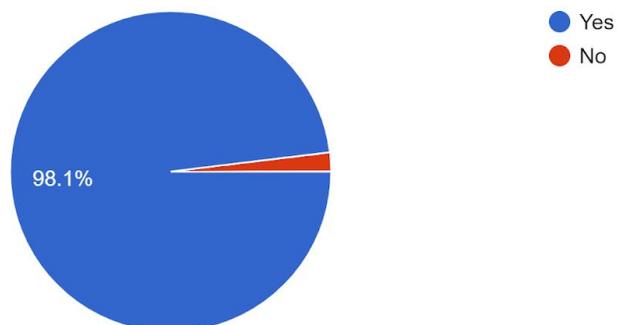
With our English teacher's guidance, we identified the key characters and their relevant evidence for their character traits. We then wrote the explanations for the evidence. After this, we made the comics, videos and quizzes which are to aid the students in understanding the text. We used powtoon to make the videos of each character, and for the comics they were hand drawn. For the flashcards, we used quizzlet.

3.3 Pilot test 1

We have ca sample size of 52 students from the secondary 2 cohort.

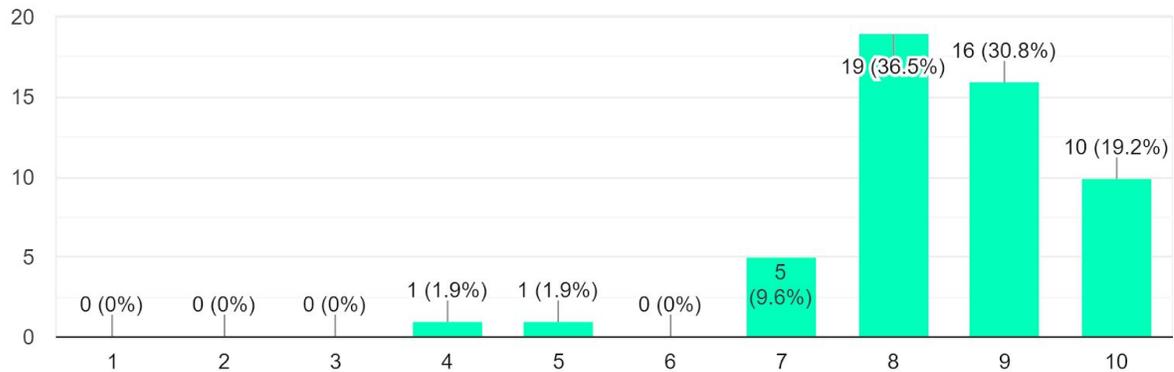
Was the resource useful for you?

52 responses



On a scale of 1 to 10, how would you rate our resource?

52 responses



Participants of the survey said that the resource was quite complete and that we only needed to finish the other videos and comics. They said that the text analysis is also complete and that it would be useful for their revision.

Some of the videos we lacking and the comics were not fully drawn. We added them in after the pilot test 1.

Our project's videos, comic and quizzes are the better parts of our project. They are more interesting and appeal more to the students.

3.3.1 Pilot test 2

We got students from the Secondary 2 cohort of Hwa Chong Institution. We have a sample size of 55.

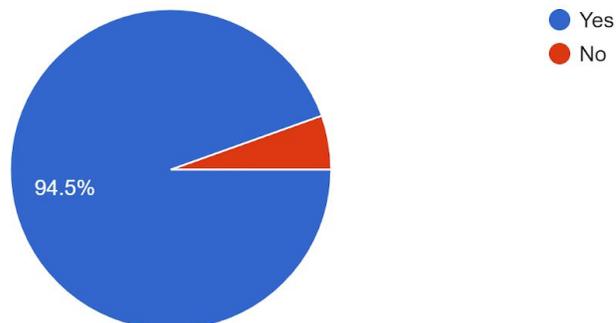
In our first pilot test, we focused more on asking the students if our project was more useful compared to other sites. In our second pilot test, we asked the students which was the best part of our project.

This test was carried out after we improved our resource with the feedback from the first pilot test. These improvements are-

- More videos for easier digestion of quotes
- More comics for a more interesting way to understand the text
- More quizzes to accurately test the knowledge of the students

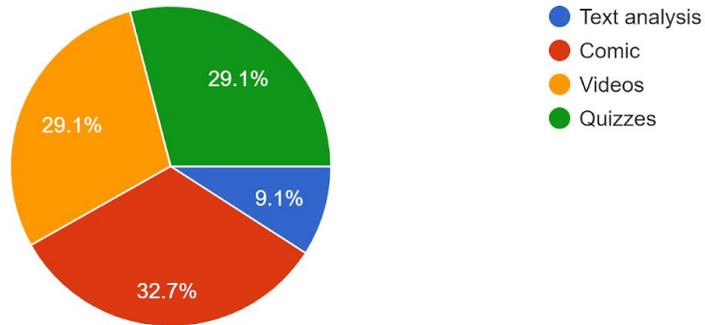
Did our project help?

55 responses



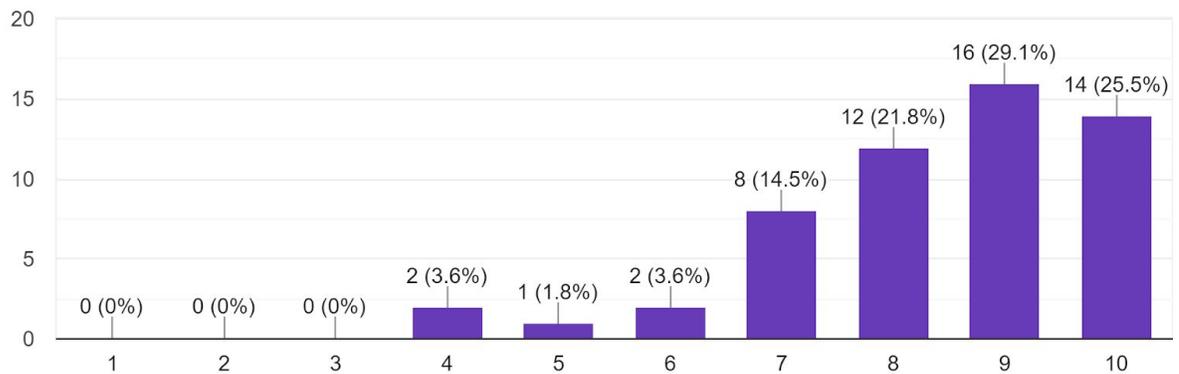
Which part of our resource helped you the most?

55 responses



On a scale 1 to 10 how would you rate our project?

55 responses



4 Outcome and discussion

After our needs analysis, we have decided that we should focus more on the videos and comics rather than the textual analysis, according to the results of the needs analysis.

This has proven to be the right choice as in our Pilot Test 1, many of the Secondary 2 students who took part in the first pilot test 1 commented that our resource was indeed much more useful and catered to their needs. This is because they could be visual learners and learn better with pictures and videos.

We also have solved the issue of credibility by asking our English teacher to look through our resources. Despite the positive feedback, there were some things that needed improvement. For example, we need to.... (To finish the videos, comics, and quizzes). Before we conducted our pilot test 2, we have completed our resource package(Videos & Comics & Quizzes).

The results of the second pilot test were very reflective on the usefulness of our resources. Based on the results of the survey, many of the respondents have stated that that have liked the videos and comics. As most of the Secondary 2 students are visual learners as proven in both pilot tests, our resource is well catered to their needs and suitable for them to use as exam preparations.

5 Conclusion

Decrypting Shakespeare, Breaking Caesar has always been a challenging project to undertake, as it required hours of creating the resources and ensuring its quality, as well as making sure that our resource is credible and accurate.

The project helped us learn some important lessons, such as time management and teamwork. Our group needed a lot of time to create the resource and run quality checks on the resource.

We used skills such as creativity to formulate ideas, empathy to understand the needs of our target audience, namely, Hwa Chong Institution Secondary 2 students.

Teamwork was important as the project was a huge one, and we needed to split the work amongst ourselves. Time management was also crucial as we had to meet often to work on the project as we wanted to make sure that the work we had split amongst ourselves was being done properly. Ultimately, we still managed to balance our time properly and we finally managed to complete our project.